**HISTORY LIFE SKILLS OUTCOMES – SAMPLE UNIT OF WORK – STAGE 4**

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| **Individual Student Profile**  **Case Study:** Max   * + [Individual Student Profile](https://momentum.esr.com.au/profile/student/max-thwaites-1/applied_plans/4347/plan/1982.html)   **Disability / Diagnosis**  Assessed as having a Moderate Intellectual Disability Autism Spectrum Disorder Presents with some sensory issues.  **Behaviour Issues / Triggers**  Can present with challenging and non-compliant behaviours Can also present with some sensory related behaviours Can present with meltdowns if feeling unwell, unsettled or if he doesn’t get his own way. Should be allowed an adequate latency period to process all instructions, directions Presents with low self-esteem and what appears to be little if any aspirations for post school/ Vocational Ed Has had 1 Short Suspension(4 days) in the past (Became highly aggressive and broke a classroom window) Is a Visual Learner  **Sensory Issues**  Presents with some sensory issues.; may become unsettled on hearing certain loud noises Will obsess over certain areas of interest and is challenged if others don’t share his enthusiasm i.e. chatting about hot rod cars or PlayStation game characters May become unsettled/agitated or distressed for no observable antecedent.  **Dislikes**  Not getting his own way. Others picking on him Waiting his turn and/or sharing Being made to be physically active  **Likes**  Using the computer, surfing the net, using his Ipad His PlayStation Cooking/Food Preparation Cars; in particular Hot Rods, Muscle Cars, Racing cars  **Mobility**  Independent; slow in his mobility Quite inactive  **Eating and Drinking**  Independent Poor diet: high fat, take away fast foods. Consumes large amounts of soft drink Possible sensory issues re diet  **Toileting**  Independent May suffer from constipation at times and therefore may be unsettled or in pain  **Expressive Communication**  Adequate expressive skills Often requires prompting to speak clearly and not to mumble  **Receptive Communication**  Adequate receptive language Responds to the use of some visual supports when required  **Attendance Overview**  Adequate  **Previous Schools**  XX Support Class: K-6  **Transport**  Mother transports Max to school. A travel training program was introduced and implemented by the school in the past but discontinued due to Mother's resistance and her lack of support of the program.  **Support Personnel, In school and Other** N/A  **Family History and Demographics**  Resides at home with parents and older sister  Sister has a baby and is resides at home with family Concerns and issues with alcohol use/dependency by Mother. Mother can be extremely hostile towards others who she perceives as in being in "authority" i.e. Principal, Executive, ADHC School Age Team/Therapy Staff. In the past the school/District Office/ ADHC have received many abusive and aggressive phone calls and/or correspondence from Mother when intoxicated. Refuses to access Respite Care or Social Clubs/Groups for Max, yet complains of being burnt out. Mother is the stronger parent. Father is quite an enabler to Mother and never challenges her. Co-dependency issues between mother and son.  **Medical Issues**  On medication  Health Care Plan  Administered at home  **Other**  Max requires a caring and supportive educational setting that can support his learning needs and prepare him for life post school. He is quite a capable young man with many skills |

History sample unit: Life Skills

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| **The making of the modern world**  **Depth Study 1: The Industrial revolution:** | **Stage 4** | **Duration: 9 weeks** |
|  | **This overview may be programmed separately or integrated, where relevant within this unit of work** | |

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| **Key Inquiry Questions** | **Skills** |
| * Explore the impact of the motor vehicle on our Australian lifestyle | * Comprehension: terms, concepts, keywords * Analysis and use of sources * Research * Explanation and communication |

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| **Outcomes** | **Historical Concepts** |
| * recognises personal connections to history HTLS-1 * explores the features of a particular society or time HTLS-4 * use sources to understand the past HTLS-8 * selects and uses a variety of strategies to organise and communicate information about the past | The following historical concepts are integrated into the session sequences:  **Continuity and change:** changes that have occurred over time to the designs of motor vehicle’s  **Cause and effect:** design a car suitable for the Australian climate and unique conditions  **Perspectives:** different points of view on the first automobile  **Empathic understanding:** understanding the freedom the motor vehicle gave to the Australian family  **Significance:** the significance/importance of the Invention of the automobile |

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| **Links to KLAs** |
| **English**   * views and responds to a range of visual texts, media and multimedia ENLS-4A * uses strategies to obtain meaning from and interpret a range of texts ENLS-7A * engages critically with texts using personal experiences ENLS-12C   **Visual Arts**   * makes a variety of artworks that reflect experiences, responses or a point of viewLS6 * uses a range of materials, techniques and processes to make artworks LS9   **Information and Software Technology**   * uses information and software technology in solving a range of problems LS2.1 |

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| **Content** | **Teaching, Learning and Assessment** | **Resources** |
| **Lesson 1**  Recognise one technical invention that occurred during the Industrial Revolution - the automobile | * Conduct individual online research to find out when the automobile was invented. What did the first car look like?   What were the special features?  What did the public think of the automobile?  Assessment : Student to list 3 key points they discovered during their research | Internet search: **Wikipedia**  **Keywords** ‘History of the automobile’  **YouTube** keyword search “The History of the motor cars” |
| **Lesson** 2  Recognise the alternate names given to motor cars. | * Student brainstorm other names given to the ‘automobile’   Assessment : Student lists alternate names given to cars | School carpark  Cars guide in newspaper  Car magazines |
| **Lesson 3**  Recognise the early days of motoring in Australia | * Students view YouTube clip ‘Like Ya Car-Early Years of Motoring in Australia. * How did the car change the Australian lifestyle, eg freedom to travel, visiting friends/relatives, weekend drives   Assessment : Students use pictures, magazines, newspaper and internet search to create a visual representation of these changes | **YouTube clip** ‘Like Ya Car-Early Years of Motoring in Australia.’  **YouTube clip ‘**Holden cars-football, meat pies, kangaroos (Australian ad, 1970’s)’ |
| **Content** | **Teaching, Learning and Assessment** | **Resources** |
| **Lesson 4**  View and respond to media on motoring | Student views an episode of either Top Gear or Pimp My Ride  Student present review of the show; written, typed ,power point or using technology identifying:   * What the show was about? * What happened in the episode? * Did they like the show? * What cars were featured? * Would you buy that car? Why? | **YouTube clip** Top Gear show or Pimp my ride episode |
| **Lesson 5**  Recognise motoring culture in Australia | What are the popular Australian cars?  Discuss the rivalry between Holden and Ford.  Bathurst 1000, ‘Summernats’ in Canberra.  Assessment: Students create a college representing their favourite Australian car. | YouTube Search:  **Keywords**  Australian Car commercials,  V8 Supercars Bathurst  Summernats  Car shows  Hot rod |
| **Lesson 6**  Compare the similarities and differences between present day cars and early model cars. | Students view images early model cars and new model cars.  Discuss the similarities and differences  What features are the same?  What features are different?  What safety features can you see?  Which car would you prefer to drive?  Students write a response to the above questions? | Google images of  Early model ford and Holden’s / Fords |
| **Content** | **Teaching, Learning and Assessment** | **Resources** |
| **Lesson 7 & 8**  Recognise impact of Australian climate and geography on use of the motor vehicle | Design a car that would be suitable for the Australian climate.  Discuss with students the Australian climate, weather, land features etc.  Discuss what we use our cars for, weekend activities, holidays, leisure activities.  Students can create a poster, advertisement or use technology for this design project. | Photographs of the Australian outback, beaches, Daintree forest, Fraser Island etc. |
| **Lesson 9**  Recognise the use of vehicle as central focus in film | Students may view a film at the completion of the unit of work. | Films:   * Mad Max (M) * Herbie Goes Bananas (G) * The Fast and the Furious: Tokyo Drift (M) * Transformers (M) * Days of Thunder * Back to the Future |